DOCUMENT RESUME

ED 294 641 JC 880 255

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TITLE We've Got the "HOTS" for Foreign Languages: Higher Order Thinking Skills.
INSTITUTION Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
PUB DATE 7 May 88
NOTE 20p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Class Activities; *College Second Language Programs; *Language Skills; *Second Language Instruction; Teaching Methods; Two Year Colleges; *Vocabulary Development
IDENTIFIERS *Higher Order Skills; *Thinking Skills

ABSTRACT

Five units of instruction for teaching vocabulary and higher order thinking skills in foreign language classes are presented. Introductory material considers the differences between language fluency and communication, and lists higher order thinking skills as: (1) classifying, verifying, hypothesizing; (2) making associations and generalizing; (3) seeing cause and effect relationships or determining sequence and consequence; (4) drawing conclusions, making inferences, and predicting; (5) problem solving, decision making, assessing values; (6) creating, discovering, imagining; (7) making judgments and formulating reactions based on personal experience or available facts; (8) synthesizing, comparing, and contrasting; and (9) reasoning and persuading. Next, the five instructional units cover the following topics: vacation clothing; rooms of a house; types of buildings; foods; and shapes, sizes and colors. For each unit, class activities are explained and keyed to the higher order thinking skills emphasized. (MDB)

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WE'VE GOT THE "HOTS" FOR FOREIGN LANGUAGES

HIGHER ORDER THINKING SKILLS

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WE'VE GOT THE "HOTS" FOR FOREIGN LANGUAGES

HIGHER ORDER THINKING SKILLS

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IMPORTANT CONCEPTS, THEORIES, AND STRATEGIES

IN FOREIGN LANGUAGE INSTRUCTION

- Margaret Mead	"I always know whose pig is dead."
- James J. Asher	Total Physical Response
- Tracy Terrell	The Natural Approach
- Stephen Krashen	Comprehensible Input
- Pamela Kaatz and Carol Stacy	Reality Building through the Color Connection
- Jane Harper, Madeleine Lively and others	Higher Order Thinking Skills

I am not a good mimic and I have worked now in many different cultures. I am a very poor speaker of any language, but I always know whose pig is dead, and, when I work in a native society I know what people are talking about and I treat it seriously and I respect them, and this in itself establishes a great deal more rapport, very often, than the correct accent. I have worked with other field workers who were far, far better linguists than I, and the natives kept on saying they couldn't speak the language, although they said I could! Now, if you had a recording it would be proof positive I couldn't, but nobody knew it! You see, we don't need to teach people to speak like natives; you need to make the other people believe they can, so they can talk to them, and then they learn.

Margaret Mead, 1964

HIGHER ORDER THINKING SKILLS

- Classifying, verifying, hypothesizing

- Making associations and generalizing

- Seeing cause and effect relationships, determining sequence and consequence

- Drawing conclusions, making inferences and predicting

- Problem solving, decision making, assessing values

- Creating, discovering, imagining

- Making judgments and formulating reactions based on personal experience or available facts

- Synthesizing, comparing and contrasting

- Reasoning and persuading

VACATION CLOTHING UNIT

I. TPR Activities to Teach Vocabulary

A. Using actual articles of clothing (preferably ridiculously large), as you talk about each piece, give students simple instructions to put on the clothes:

1. Put the hat on your head.
2. Put the gloves on your hands.
3. Put the scarf around your neck.
4. Put the boots on your feet.
5. Put the goggles over your eyes.

B. Do comprehension checks by asking who is wearing what.

C. Give students instructions to put their special piece of clothing on someone else:

1. Take off your hat and put it on . . . .
2. Give your gloves to . . . .
3. Put your scarf around . . .'s neck.
4. Give the boots that you are wearing to . . . .
5. Protect . . .'s eyes with the goggles that you have on.

D. Song: <u>The Wolf</u>

"Entramos en el bosque mientras el lobo no está.
'Lobo, ¿estás?'
'¡Sí, estoy! ¡Y me pongo (los pantalones)!'"

"I enter the forest while the wolf isn't there.
'Mister Wolf, are you there?'
"Yes, I am here, and I am putting on . . . .'"

Each student has an article of clothing, and when the student playing the role of the wolf names a certain item of clothing, the student holding that item runs to the front of the room and dresses the wolf with it. When all the items have been called, the last verse goes:

"Entramos en el bosque mientras el lobo no está.
'Lobo, ¿estàs?'
'¡Sí, estoy! ¡Y voy a salir pa(ra) comerles a todos!'"

"I enter the forest while the wolf isn't there.
'Mister Wolf, are you there?'
'Yes, I am here, and I am ready to eat you all.'"

II. Higher Order Thinking Skills

A. Drawing Conclusions, Making Inferences

Where would you wear . . ., to the mountains or to the beach?

Use a big box or sack to randomize the selection of a variety of clothing appropriate for each vacation spot, such as:

ski boots, sweater, ski cap, gloves, scarf, après-ski boots, warm socks, goggles, jacket, long underwear, plus a mug and skis

swimsuit, suntan lotion, beach towel, sandles, sunglasses, shorts, straw hat, t-shirt, plus plastic glass, beach ball, pail and shovel

B. Classifying

Place two suitcases, one big and one small, in front of the class. Ask each student to place the article of special clothing that he is wearing or item that he is holding into the appropriate suitcase. The big suitcase will go to the mountains; the small case will go to the beach.

C. Decision Making

Who wants to go with the big suitcase to the mountains?
Who wants to go with the little suitcase to the beach?

D. Sequencing

In what order would you put on . . . ?

boots and pants?
gloves and sweater?
cap and sweater?
boots and socks?
sweater and jacket?
goggles and sweater?
swimsuit and shorts?
swimsuit and sandles?
t-shirt and swimsuit?
t-shirt and hat?

E. Cause and Effect

Ask yes|no questions that make students consider what would happen in a variety of scenarios:

1. If you go to the mountains with the "little suitcase," can you ski?
2. If you wear your ski boots to the beach, can you swim?
3. Should you drink your water from a breakable cup on the beach?
4. Should you ski in your swimsuit?

F. Comparing

Play Concentration.

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ROOMS OF A HOUSE UNIT

I. TPR Activities

A. Create a "house floor plan" on the floor with masking tape. Show slides, one at a time, of typical rooms of the house. Have students place the drawing of each room into the floor plan.

B. Show slides of activities and describe them. Or use flash cards of activities. Or talk about and dramatize activities. Direct a student to go to the room of the house where that activity would occur.

C. Combine rooms with activities in double commands.
   1. Go to the bedroom and sleep.
   2. Go to the dining room and eat.
   3. Go to the living room and read the paper.
   4. Go to the kitchen and cook.
   5. Go to the bathroom and brush your teeth.
   6. Go to the family room and watch television.
   7. Go to the garage and park your car.

D. Have the students use their "Response Paddles" to answer "Yes/No" or "1/2/3/4" appropriately to such questions as:

   1. Do you ever eat in the den?
   2. Do you ever do your homework in the kitchen?
   3. Do you have a telephone in the bathroom?
   4. Do you have a television in your room?
   5. Does your mother watch television in the kitchen?
   6. Does your father read the newspaper in the living room?
   7. How many bathrooms do you have in your house?
   8. How many bedrooms are there in your house?

II. Higher Order Thinking Skills

A. Making Associations/Formulating Reactions Based on Personal Experience

   1. From a shopping bag full of household items, draw out one item at a time. Ask students to determine where in the house they would place the item. Have them place items into the lined-out house on the floor.

      Examples are book, newspaper, telephone, towel, vase, skillet, ash tray, napkin, pen, soap, make-up, plate, record or cassette, toothpaste, TV Guide, alarm clock.

   2. Using pictures of furniture, direct students to place each piece of furniture into the room of the lined-out house on the floor where they would most expect to see it.

3. Using the graph, place pictures of rooms across the bottom. Doing one question at a time, have each student place a "Post-It" note with his name on it in the space above the picture as he would answer the question.

   Sample questions:
   a. Where do you have a television in your house?
   b. Where do you eat in your house?
   c. Where do you do your homework at your house?
   d. Where do you bathe the dog at your house?

B. Decision-Making

1. If you were to plan a new house, how many ... would you have?
   bedrooms
   bathrooms
   kitchens
   living rooms
   garages

2. If you were to plan a new house, where would you put the ...?
   television
   telephone
   plates
   soap
   cassettes
   vase
   alarm clock
   TV Guide

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BUILDINGS UNIT

I. TPR Activities

A. Show a slide of an actual building. Provide much "teacher talk" about each building and activities in each one.

Using transparencies of streets and buildings, direct students to place buildings onto map.

1. (restaurant)
   Put the building where . . . on the corner.
   - you have dinner with your friends
   - you reserve a table
   - you pay for your dinner
   - you ask for a check
   - you leave a tip for the waiter

2. (movie theatre)
   Put the building where . . . next to the restaurant.
   - you watch a movie with your friends
   - you eat popcorn
   - you pay every time that see a film

3. (bank)
   Put the building where . . . across from the movie theatre.
   - you go to get money
   - you write checks
   - you buy travelers checks
   - you buy foreign money
   - you go to get a loan

4. (church)
   Put the building where . . . to the left of the bank.
   - you go to mass
   - you go to pray
   - you talk to a minister
   - you listen to organ music
   - you go up into a tower to have a look out over the city

5. (store)
   Put the building where . . . to the right of the restaurant.
   - you buy clothes
   - you buy records and cassettes
   - you buy a suitcase
   - you buy perfume
   - you buy an umbrella
   - you buy earrings

6. (museum)
   Put the building where . . . near the church.
   - you look at statues and paintings
   - you look for a guide

you buy posters and beautiful postcards
taking pictures is forbidden

7. (school)
Put the building where . . . behind the museum.
you take a math course
you study
you read in the library
you write in a notebook
there are teachers
there are many students

8. (factory)
Put the building where . . . far from the school.
people work
people earn a living
people arrive at 8 o'clock and leave at 5 o'clock
there are secretaries
there are many workers and a few bosses

9. (house)
Put the building where . . . between school and the factory.
you change your clothes
you sleep
you have dinner with your family
you talk on the telephone to your friends
you do your homework
you take a shower
you live

10. (service station)
Put the building where . . . in front of the factory.
you buy gas for your car
you can buy unleaded gas
you can buy gas for your lawn mower
you can wash your car
you can have your oil changed
you can have a flat tire repaired

11. (hospital)
Put the building where . . . across from the church.
you go when you are sick
you go to visit someone who is sick
you go to see a new baby
doctors work
ambulances go

12. (sky scraper)
Put the building where . . . near the factory.
there are many offices
many businessmen and businesswomen work
everybody wears a tie
there are many elevators
there is often a security guard in the lobby

13. (library)
Put the building where . . . on the corner.
you go to borrow a book
you go to look in an Atlas
you go to read
you study a microfiche
you can check out a record
you can check out a videotape
everybody is quiet

II. Higher Order Thinking Skills

A. Imagining, Creating

1. Allow the students to create a town to their liking, using the masking tape streets in the floor and the building cards.

2. Allow the students to determine the location of each building on the transparency map, creating a town to their liking.

3. Play the role of a visitor to their town. Allow the students to tell you where to go in their town.

B. Decision-Making

Using the big graph, place pictures of buildings across the bottom. Where would you prefer to spend a Saturday? Students use the "Post It" notes with their names to "vote" on their favorite Saturday spot.

C. Comparing

Play Concentration.

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FOODS UNIT

I. TPR Activities

A. Using flash cards of pictures of foods, use much "teacher talk" to describe each one, when and where it is usually eaten, how much you like it, etc.

Then, using primarily the vocabulary understood by the students, have students take the cards and place them about the room according to the directions, such as:

1. Put the apple on John's head.
2. Put the banana in Susie's desk.
3. Put the milk under George's book.
4. Put the steak into the trash basket.
5. Put the lettuce behind the teacher's desk.
6. Put the carrot on the chalk board.

B. Describe the food items one at a time so that the students can identify it, find it, and bring it to you.

1. Bring me something to drink.
2. Bring me a yellow vegetable.
3. Bring me a red fruit.
4. Bring me a meat.
5. Bring me a milk product.
6. Bring me a vegetable that rabbits like.
7. Bring me Popeye's favorite vegetable.
8. Bring me something that a mouse likes to eat.
9. Bring me a vegetable that makes you cry.
10. Bring me a food that is popular for picnics.
11. Bring me something that you can buy at McDonald's.
12. Bring me something that you would put into a salad.
13. Bring me a cold dessert.
14. Bring me something that your dentist doesn't like for you to eat.
15. Bring me a food that comes from the ocean.
16. Bring me a food produced by a chicken.
17. Bring me a citrus fruit.

C. Using masking tape, line out a big graph on the floor. Have students place the flash cards of the food items, one at a time, according to the directions given. Sample directions are:

1. Put the apple into a corner.
2. Put the lettuce beside the apple.
3. Put the milk under the lettuce.
4. Put the banana to the left of the milk.
5. Put the orange next to the banana.
6. Put the egg near the banana.

D. Have the students use their "Response Paddles" to answer "Yes/No" or "1/2/3/4" to such questions as:

1. Did you drink milk this morning?
2. How many glasses of milk did you drink?
3. Did you eat eggs for breakfast?
4. How many eggs did you eat?
5. Do you like strawberries?
6. Do you eat popcorn at the movies?
7. Is chocolate your favorite flavor of ice cream?

II. Higher Order Thinking Skills

A. Classifying

Designate four food categories, such as fruits, vegetables, proteins, and foods of no value. As you name and show the flash cards of the food items (or encourage students to do so, depending on their speaking readiness), have the students categorize the foods appropriately.

B. Decision Making

1. Hold up three foods (real, plastic, or flash cards) and ask a student to select the one that:

   a. he prefers
   b. he dislikes
   c. a baby prefers
   d. a cat prefers
   e. a football player prefers
   f. he wants at a birthday party
   g. he eats for breakfast
   h. he likes as a snack
   i. he hopes to find in his lunch, etc.

2. Give each student a paper plate. Have each one select the lunch of his choice from the flash cards.

C. Synthesizing, Comparing

Using the large graph, place a variety of foods across the bottom. Doing one question at a time, have each student place a "Post-It" note with his name on it in the space above the picture as he would answer the question.

Sample questions:

1. Among these foods, which one do you prefer?
2. Which ones of these foods are in your refrigerator at home?
3. Which ones of these foods have you eaten today?
4. Which one of these foods do you like the least?
5. Who had . . . for breakfast?

6. Who ate . . . for lunch?
7. If you were to make your own lunch tomorrow, which of these foods would you put into your lunch sack?

Summarize the graph with the students after each question has been marked with the "Post-It" notes. Ask such questions as:

1. How many students like . . . the best?
2. Which of these foods is the least popular?
3. How many of you have eaten . . . today?
4. How many have . . . in the refrigerator at home?
5. If you wanted to borrow some . . ., to whose house could you go?
6. If you wanted some . . ., would you go to . . .'s house?

D. Comparing

Play Concentration.

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UNIT ON SHAPES, SIZES, AND COLORS

I. TPR Activities

A. Using the flash cards and providing much "teacher talk" about each, give students simple instructions to have them manipulate the cards. Sample directions are:

1. Put the big red rectangle on David's head.
2. Put the big yellow square on Christie's desk.
3. Put the little red circle on Charles' knee.
4. Put the little blue heart on my chair.
5. Put the big green diamond in Susie's hand.
6. Put the little yellow triangle behind Larry's chair.
7. Put the big blue oval under the teacher's desk.
8. Put the little red star on the teacher's table.
9. Put the little green rectangle under your book.
10. Put the big yellow circle on the te cher's nose.
11. Give the little yellow circle to George.
12. Give the big red heart to Melanie.
13. Give the little green diamond to Brett.
14. Take the big green triangle from Elaine.
15. Take the little red square from Kathy.
16. Find the little green oval. Give it to me.
17. Find the big red rectangle. Give it to me.
18. Find the little yellow triangle. Bring it to me.
19. Find the big red square. Bring it to me.
20. Find the little blue star. Put it into the box for me.
    etc.

B. Using the transparency grid on the overhead projector, give the students directions to place the colored acetate shapes onto the grid. Or give the directions and move the piece yourself, having students indicate by saying the equivalent of "there" when you have the shape in the right slot. Sample directions are:

1. Put the big blue square into the top left corner.
2. Put the little yellow diamond next to the big blue square.
3. Put the big green star below the little yellow diamond.
4. Put the little red oval to the left of the little yellow diamond.
5. Put the big blue circle to the right of the little yellow diamond.
6. Put the little yellow triangle far from the big blue circle.
7. Put the big red star near the big blue circle.
8. Put the little green square over the big red star.
   etc.

C. Create a grid on the floor of the classroom with masking tape. Have students place the flash cards of the "shapes-sizes-colors" into the grid according to the directions given. Use the same kind of directions as in B above.

D. Paired Work

Two students sit back to back. Both have grids and identical sets of "shapes-sizes-colors." One student creates a grid design, simultaneously giving oral instructions to the other student who attempts to re-create the design from the instructions given by his partner. Obviously, this activity is appropriate only with children who are ready to speak.

II. Higher Order Thinking Skills

A. Comparing

Play Concentration.

B. Synthesizing, Comparing and Contrasting

1. After the first "shape-size-color" piece is placed on the transparency grid, the next piece must match no more than one of three qualities (shape, size, color) to be placed into the next sector of the grid. Students select appropriate pieces one at a time, naming the matching quality (or qualities, as the grid develops). Sample directions are:

   a. Put the little red square anywhere on the grid.
   b. Beside the little red square we can put the . . . .
      (little blue triangle
      big green square
      big red diamond, for example)
      We cannot put the . . . beside the little red square.
      (little blue square
      big red square
      little red triangle, for example)
   c. Under the little red square we can put the . . . .
      (little yellow star
      big green square
      big red oval, for example)
      etc.

2. Using masking tape, create a grid on the floor of the classroom. Do the same activity as in 1 above, having students manipulate the flash cards rather than the transparency pieces.

C. Hypothesizing

Using the colored transparency pieces, ask students a series of questions about color combinations, allowing them to hypothesize the resulting colors from these combinations. Then demonstrate each combination, showing the result, with the colored pieces. Sample questions are:

1. What color would you expect if we put the red and yellow together?

2. What color would you expect blue and yellow to make?
3. If we add red to blue, what color do you think will be the result?
4. What will we get when we mix green and blue?
5. If you wanted to create orange, which two colors would you put together?
6. If you wanted to make purple, which colors would you mix?
7. If you wanted to make green, which colors would you combine?
8. If you wanted to make turquoise, which colors would you try together?

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